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ABSTRACT

The Association of American Colleges' (AAC) Project on Redefining the Meaning and Purpose of Baccalaureate Degrees is described. The Project has three purposes: to promote and facilitate a nationwide discussion and consensus about the meaning of baccalaureate degrees; to identify and define appropriate knowledge, intellectual proficiencies, and personal attitudes that should result from undergraduate study; and to develop and disseminate criteria and guidelines for colleges and accrediting agencies to use in assessing quality in baccalaureate education. The national dialogue, begun on 11 campuses chosen by AAC as representative of the major sectors of American higher education, will involve the learned societies, national higher education associations, and accrediting agencies. Final criteria and standards will be released in January 1985. One definition of the baccalaureate degree is proposed here that takes into account the realities of today's world. Lines of inquiry of the study are identified: principles for organizing curricula; benefits of extracurricular activities to undergraduate education; responsibilities for teaching and learning; principles for assessing progress and achievement; and institutional responsibilities for undergraduate education. A selected bibliography for further study is appended. (SW)

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A Search for Quality and Coherence in Baccalaureate Education

Project on Redefining the Meaning and Purpose of Baccalaureate Degrees

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Introduction

The Association of American Colleges has prepared this booklet to stimulate discussion about the meaning of baccalaureate degrees and the quality and coherence of undergraduate education. It suggests several lines of inquiry which constitute an initial agenda for the Project on the Meaning and Purpose of Baccalaureate Degrees, which is supported by a generous grant from the Pew Memorial Trust. Although initially intended for use on eleven campuses that are working intensively with the Project, the booklet works equally well at other colleges and universities (hereafter "colleges" is used to refer to both colleges and universities). Sections of it, if not the whole document, also will be helpful in developing discussions with other concerned groups.

A few words about the suggested lines of inquiry may be helpful to all who use this booklet.

1. The various sets of questions are intended to evoke a genuine search for fundamental issues in baccalaureate education. In this regard, they are based on two assumptions: a) that the meaning of baccalaureate degrees has become obscure and that undergraduate education no longer has an accepted purpose, and b) that the most used plans for organizing undergraduate education are open to serious criticism. If these assumptions are correct, then accordingly, without imposing a uniformity upon undergraduate education in American colleges, a means should be sought to establish once again meaning and purpose for baccalaureate degrees and to recast academic programs.
2. The questions are purposely general so that they may be relevant to a wide variety of institutional contexts. They can be given specificity by assuming that their context is the particular campus on which they are being discussed.
3. They are intended to generate a searching dialogue on baccalaureate degrees and undergraduate education.

4. They attempt to stimulate discussions about actual educational practices and how well they serve the purposes used to justify them.
5. They seek to elicit ideas for practical and concrete actions that arise from sustained thinking about baccalaureate degrees that can be used to strengthen all kinds of undergraduate education.

In the Project, we expect to focus our concerns on issues raised by these inquiries, but, as the discussion develops, other key issues may emerge and demand their share of attention. We hope in this way to uncover those questions that must receive answers during the course of the Project. Thus, this booklet should be seen as the first of several working papers that are intended to culminate in broad areas of agreement about crucial issues of college education.

It is not just discussion of the issues that is important. Identification of issues needs to be backed up with knowledgeable, cogent, and crisp analyses of current circumstances and well-considered ideas about improvements. Too often discussions of educational matters are based only on the personal experiences of individuals, resulting in limited, even biased, opinions. In point of fact, the issues raised in this booklet have been studied by many thoughtful persons who have analyzed current practices carefully, gathered useful data, or offered promising proposals for improvement. In order for the lines of inquiry to be pursued with as much intelligence and sophistication as possible, a set of suggested readings is included in the second part of this booklet. These provide useful and diverse points of view that can inform the discussions.

The bibliography is selective and serves merely as a starting point for further study. In compiling the selections, we stressed a few good works that are generally available on college campuses, that are of recent vintage or at least relevant to the contemporary scene, and that are relatively free of technical jargon or masses of data. Many entries are annotated to give the reader a glimpse of their contributions. After a general section of basic books and resources, the selections are grouped under the major section headings of the booklet.

In order for the purposes of the Project to be realized, we need a genuine dialogue, a two-way communication. We, there-

fore, welcome reports on any findings that result from these or other inquiries into the state of undergraduate education. From colleges which have already begun significant studies or reforms of undergraduate education, we would appreciate learning how this booklet may have helped them to complete their work or evaluate it. From others, we request reports on which of these lines of inquiry seem most significant to them and what conclusions they have reached on the issues that they highlight. For our part, we will give such communications serious attention and periodically issue papers and reports that reflect the concerns of those who join us in this search for quality and coherence in undergraduate education.

The Project and Its Goals

The Association of American Colleges has established the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees to address widespread concern about the quality of education that leads to completion of work at the undergraduate level.

The concerns that have brought the AAC to undertake this effort are not new; they are the results of the peculiar historical influences which have shaped and reshaped this degree in America.

Awarding baccalaureate degrees for study at institutions of higher education is a distinctively Anglo-American academic tradition that has its roots in programs which evolved at Oxford and Cambridge during the sixteenth century. At that time social and intellectual changes, influenced by Renaissance humanism, transformed the apprentice stage of arts education into an enriched, enlarged course of study that became an end in itself—a terminal course which fashioned individuals of learning and civility who could, without tarrying for a master's degree, assume offices of service to the monarch and their fellow subjects. In 1608, the practice of *de facto* recognition of what was to become the baccalaureate was made *de jure* by an interpretation of the Elizabethan university statutes, handed down by the vice-chancellor and the heads of the Cambridge colleges. This pronouncement declared that candidates for the M.A. were entitled to be excused from requirements of residency and attendance at ordinary academic lectures and exercises because "a man once grounded so far in learning as to deserve a Bachelorship in Arts is sufficiently furnished to proceed in study himself" (Curtis, 1959, p. 97).

The baccalaureate degree, so developed and officially recognized, came to these shores, of course, with the founding in 1636 of Harvard College, and has persisted to the present. But as Frederick Rudolph has so ably described, the long history

of the baccalaureate degree in America has been a process of a restless, ambitious people who were expanding across a continent as they built a new society, a new economy, and a new nation (Rudolph, 1977). Beginning in the early nineteenth century, three ideals, not altogether compatible, guided the development of the distinctively American form of higher education. The ideals were: a) the original concept of the liberal arts upon which Harvard and the other colonial colleges were founded; b) a Jeffersonian educational philosophy which included the principle of free public higher education for those who had the talent and motivation to benefit from it; and c) a Jacksonian ideal of an education for all with a fundamental emphasis on utilitarian ends (Kennedy, 1959). The Jeffersonian principle became reality in the founding of the University of Virginia. The Jacksonian ideal came to fruition with the Morrill Act and the founding of land grant colleges for agriculture and the mechanical arts. By the end of the 19th century, two new elements affected baccalaureate education. Appearing simultaneously were research universities, which adapted a German model to the American scene, and the elective principle, which colleges adopted to dissolve the rigid structure of the old curriculum.

Since the beginning of the twentieth century, these ideals and these conflicting principles have generated increasing confusion about what the baccalaureate degree means and what courses of study should culminate in it. Although the new land grant colleges and research universities were remarkably successful in strengthening the intellectual and technological base for the American economy and society, they nonetheless contributed vastly to this confusion. The college curriculum fell into disarray early in the century as the elective system destroyed the old classical model. However, most colleges, by 1910, had staved off total dissolution of the curriculum by adopting a system of distribution requirements that organized academic programs by subject majors. This system seemingly answered the complaints of such students as a 1903 graduate of the University of California at Berkeley, who protested that "all . . . studies were simply separate tasks that have no intrinsic relations to each other" (Rudolph, 1977, p. 227). Yet as early as the 1920s, many institutions made efforts to devise more rational and satisfactory ways to integrate fields of study.

Since World War II, despite the positive reception of the Harvard "Red Book," *General Education in a Free Society*, curricular breakdown proceeded apace. Courses of study proliferated and departmental offerings became fragmented under the aegis of faculty members who were research-oriented specialists. Simultaneously, a constantly swelling number of students of all ages and from all sectors of society sought higher education to serve their practical interests as much as, if not more than, their intellectual ones. State legislatures created extensive junior and community college systems to bring the benefits of higher education to larger numbers of students with many and varied goals; some of these full- and part-time students went on to complete bachelor's degrees elsewhere, others sought certification for a job, and still others enrolled simply to pursue their own interests.

By the 1960s, inner contradictions had so weakened the curriculum in many colleges that it further disintegrated through changes made either in the name of "relevance" or in response to student "consumerism." To be sure, many administrators and faculty members urged on by prospects of foundation grants or by the growing recognition that they simply could do better, engaged in piecemeal efforts to reform undergraduate education. Sound as many of these efforts were, few had any permanent effect because of the strong position of specialization in our colleges and universities. A faculty member at one liberal arts college expressed the attitude of a majority of his colleagues across the country when he exclaimed, in the mid-1960s, "I don't care what they do with the curriculum so long as they save my major."

Another related phenomenon of the twentieth century was the proliferation of baccalaureate degrees now awarded for study in a wide range of disciplines in professional and vocational areas. Harvard had instituted the new Bachelor of Science degree in 1851 to distinguish between completion of a program focused on modern scientific subjects by lacking classical studies and completion of a traditional liberal arts program grounded in the classics. Since that time, colleges have created over 500 different baccalaureate degrees. A glance at the list published in an appendix of *American Colleges and Universities* (12th ed.) by the American Council on Education raises the question: "What do these have in common?"

Dr. Paul Gross of the Woods Hole Marine Biological Laboratory, put the present state of affairs succinctly in a recent letter to AAC:

> The standards for a baccalaureate have come to vary so greatly among institutions of higher education that nobody is qualified any longer to say what the degree is supposed to represent, except completion of some kind of a postsecondary educational experience usually lasting for four years.
>
> When a system of rewards such as bachelors' degrees comes to be dominated absolutely by expedience, the accomplishments that the rewards were designed originally to honor are degraded: they, too come to have symbolic values that are quite unrelated to the underlying reality.
>
> The practical consequence of this will be that, far from allowing flexibility, the vanishing of standards for a bachelor's degree will cause the programs leading to it to be degraded *in all institutions*. It therefore matters very much *to everyone in higher education* that the bachelor's degree signal and mean something.

In his comments, Dr. Gross called attention to the mounting public concern about the meaning and value of baccalaureate degrees. He warned, as others have done, that if educators do not rectify the situation, others outside the academy will take actions to require changes in academic programs.

Indeed, widespread dissatisfaction with undergraduate education has turned a national spotlight on what has heretofore been a matter of concern solely within academic circles. Leaders of business, government and the professions are repeatedly confronting educators with embarrasing questions: "Why can't college graduates read with critical understanding, think clearly, and express themselves cogently? Why can't educators make up their minds about what it takes to be an educated person today? When will educators develop adequate programs of collegiate studies to provide the nation with literate, thinking, responsible citizens?"

In the last two years, several public bodies have enumerated specific complaints. Reports of national commissions have painfully reminded everyone responsible for higher education that

specific deficiencies in undergraduate education are serious, if not shocking. The President's Commission on Foreign Language and International Studies (1979) and the Council on Learning (1980) have warned that deficiencies in educating the American people in foreign languages, international study and foreign cultures result in a citizenry poorly prepared to live in an interdependent world and seriously weaken national economic well-being and security. The Panel on Science and Technology of the President's Commission for a National Agenda for the 80s (1981) and the National Research Council Report, *Science for Non-Specialists: The College Years* (1982) declared that undergraduate science education for non-science majors is not providing the understanding of science and technology that our future civic and professional leaders will need to function effectively. Given these conditions and the fact that it is difficult, if not impossible, to find much in common among the hundreds of different baccalaureate degrees presently awarded, thoughtful people have every reason to ask "What does a college degree really stand for?"

Such persistent questions provide the higher education community with the unprecedented opportunity and necessity to reassess fundamental educational assumptions and practices. The American public's concerns have mandated administrators and faculty members to redefine the meaning and purpose of undergraduate education and, in the process, to reaffirm the integrity of the baccaluareate degree. We must proceed with this examination not only because of problems and concerns but because of our many accomplishments and our commitment and obligation to quality.

In response to the opportunity and the obligation, the Association of American Colleges has launched the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees. The Association is not attempting to encroach on the authority and autonomy of American colleges and universities. Rather, we intend to serve as an agent for encouraging and coordinating concerted efforts to reform undergraduate programs at this critical moment in the history of higher education.

As an association composed of colleges and universities of all kinds, AAC is sensitive to the concerns and requirements of each sector of American higher education. A well-rounded

perspective which an association can bring is needed to assist disparate and sometimes short-sighted efforts, help avert frustration and attain a goal well within the realm of the possible.

The project has three purposes:

1. To promote and facilitate a nationwide discussion aimed at reaching broad agreement about the meaning of baccalaureate degrees;
2. To identify and define appropriate knowledge, intellectual proficiencies, and personal attitudes which should result from undergraduate programs of study; and
3. To develop and disseminate criteria and guidelines for colleges and universities, as well as accrediting agencies, to use in assessing quality in baccalaureate education.

The national dialogue has begun on the campuses of eleven colleges and universities, chosen by AAC as representative of the major sectors of American higher education. The administrations and faculties of these eleven institutions have demonstrated serious interest in improving undergraduate education and have agreed to work intensively with the Association on the project. Subsequently, the dialogue will involve the learned societies, national higher education associations, and accrediting agencies. From time to time, other interested colleges and universities will be able to participate in efforts to test and refine ideas, principles, and criteria that emerge from the dialogue. The Association will incorporate results of these discussions in a statement setting forth such agreement as has been attained on the meaning of baccalaureate degrees, the goals of undergraduate education, and suggested principles for organizing curricula. The final statement will include criteria and standards for evaluating undergraduate programs of instruction and is scheduled for release at the Association's January 1985 Annual Meeting in Washington, D.C.

The baccalaureate degree, with its long, important, but checkered history in Anglo-American higher education, deserves the effort to make it once more a mark of significant achievement. The baccalaureate is more important now than ever when we consider the following points:

- Nearly 50 percent of the students enrolling in American colleges and universities receive the baccalaureate as a ter-

minal degree and are entitled to have it mean something distinctive.

- Graduate schools in the arts and sciences and professional schools in medicine, law, theology, education, business administration, and other fields require baccalaureate degrees for admission to their programs.
- The nation requires citizens and leaders who have through baccalaureate education acquired both a full set of intellectual skills and a breadth of knowledge and understanding sufficient to enable them to deal responsibly with all aspects of the unpredictable problems that time and the vicissitudes of national life will bring.

Early in this century, land grant colleges, research universities and reformed postgraduate professional schools immeasurably improved the contribution of higher education to the search for knowledge and its application to the health, prosperity and general well-being of this nation and its people. Despite periodic attempts to revive general education, programs leading to baccalaureate degrees have either been pulled and hauled by outside influences or allowed to drift. The time has now come to give baccalaureate education a chance to recover its meanings and integrity. This Project differs from earlier attempts to reform baccalaureate level education in two ways: first, it starts with the presupposition that piecemeal efforts to reform undergraduate education have been inadequate and that attempts to reach broad agreement on the meaning of baccalaureate degrees and on the goals of undergraduate education provide the best way to think about what the undergraduate curriculum as a whole ought to be; and second, since all undergraduate programs have suffered from neglect of the principles of liberal education and consequently have become overspecialized and fragmented, its scope includes as wide a range of baccalaureate degrees as possible, and not just the B.A.

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A. The Meaning of Baccalaureate Degrees

During the last three and a half centuries, scholars have defined the baccalaureate degree in a number of ways. One definition that takes into consideration the realities of today's world is as follows:

> A baccalaureate degree is a status conferred by a college or university on individuals who have completed undergraduate studies. Awarded in a wide range of subjects, the degree is intended to signify the attainment of the capacities and knowledge necessary for responsible positions in society, informed and active citizenship, and advanced professional or academic training.

1. Given the conditions of the late twentieth century, what knowledge do individuals need to be responsible citizens? For instance, what should they know about science and technology? About cultures other than their own? About the historical roots of their culture and the ideas and ideals that it embodies? About institutions and the way they function and relate to one another? About the arts and their expression of human experience and aspirations? About the development of and recent scholarship in ethnic studies and women's studies?
2. Does the status conferred by a baccalaureate degree signal the achievement of certain intellectual proficiencies? If so, what are they? How can undergraduate education develop and enhance such intellectual proficiencies? Are there specific studies that are especially important for the development of certain of these proficiencies?
3. Does the status conferred by a baccalaureate degree signify the cultivation of certain personal attributes? For instance what, if any, attitudes, traits of character, or sensitivity to values and ethical principles are inherent in the pursuit of learning itself? In the study of various subjects or

disciplines? What responsibility should faculty members assume to assist students in the conscious cultivation of such attributes? Are other personal qualities and ethical sensibilities required by various professions such as law, medicine, and business? What responsibility should colleges take in developing these qualities in undergraduate education?

4. What should attainment of a baccalaureate degree signify about the preparation of persons for occupations or for the pursuit of advanced professional training?
5. Are there any special principles that should be stressed in programs of community colleges, especially for transfer students? For non-traditional students?
6. Are there any fields of undergraduate study for which the goals suggested by the questions above are inappropriate?

B. Principles for Organizing Curricula

The curriculum, based since the early twentieth century on the principles of distribution and concentration, has in the last twenty years lost its rationale. As a consequence, general education has suffered neglect, and over-specialization has prevailed. Critics from both outside and inside the academy level various charges against contemporary undergraduate studies. For instance, one states: ". . . if narrowly professional education for graduate students is self-limiting, for undergraduates it is a bitter cheat" (Kennan, 1979, p. 77). Another says; "The people who are being hired for middle-management jobs today are not getting the rounded education that [they need]. Mainly I am talking about undergraduate education" (Sawhill, 1979, p. 81).

One approach to improving the curriculum would involve a search for new principles for organizing undergraduate education. The lines of inquiry suggested below are offered to initiate discussions that may lead to the discovery of such new principles. They are not exhaustive but only examples of what can be done to focus the search. Each institution must determine whether the discussion of any of these parts is appropriate for its campus.

1. The Carnegie Foundation has concluded that "the major is the most stable element in the undergraduate curriculum and will undoubtedly remain so for the foreseeable future" (*Missions*, 1977, p. 199). Is the major really as stable as this position asserts? If majors will indeed continue to be a stable element in undergraduate education, what should be their role in the curriculum as a whole? Can they be the nuclei for a more coherent curriculum?
   a. What principles should be used in setting limits on the time and number of courses devoted to majors? For instance, recognizing that no field can be completely covered in four years of concentrated study, how shall distinctions be drawn between knowledge that is essen-

tial for further learning or practice and knowledge that need not be required in undergraduate education? Which authorities—those of the department or school, those with responsibility for the whole institution, or those representing the field through specialized accrediting agencies—should have ultimate responsibility for determining the limits to be placed on majors?

b. What contribution does learning in the major make to the breadth as well as the depth of a student's education? What other fields of learning are needed to complement specific majors in order to provide opportunity for students to attain the full scope of knowledge requisite for a baccalaureate degree? What learning experiences will students in various majors need in order to acquire the intellectual proficiencies that should be attained through undergraduate education? What responsibility should faculty members in charge of majors assume for ascertaining that students concentrating in their fields have attained the scope of knowledge and the proficiencies expected of an educated person?

2. Assuming that the practice of completing more than one major will continue, can it be turned to ends that will improve the curriculum? For instance, can a major in liberal studies (defined as learning that will fit a person to be an active, responsible citizen) be developed as a second area of concentration for students in all other majors?
3. An uneasy truce exists between professional and liberal education on most campuses. Yet many educators assert that these two forms of education are not antithetical but complementary. (For example, see A. N. Whitehead's *Aims of Education*.) Assuming that this position may be true, what principles are required to develop a curriculum based on it?

   a. What attainments in the liberal arts and sciences are needed in addition to technical proficiency to prepare professional students for successful careers? Can certain professional fields be taught as liberal arts as well? What is the proper balance between liberal education and technical education in professional majors?

b. What do liberal arts students need to know about technology and technical fields to be responsible persons in contemporary society? What modes of knowledge and thought, developed in technical and professional programs, might be of value to students in the liberal arts?

c. What principles would make it possible to realize Whitehead's ideal that the "intimate union of practice and theory aids both?"

4. On many campuses the composition of the student body is changing. Nationwide the number of students of traditional age is declining. Women now outnumber men. Large numbers of non-traditional students, especially ethnic minorities and older adults, are appearing on campus.

   a. How can the curriculum be cast so that it addresses the needs, perspectives, and circumstances of both traditional and non-traditional students? Are there needs that transcend the differences among students and justify common educational experiences?

C. Extracurricular Contributions to Undergraduate Education

Studies have demonstrated the educational power of influences beyond the curriculum. These include student peer groups, the residence hall, the student union and its programs, informal conversations with faculty members, art shows, drama activities, lectures, concerts, experiential learning, intramural athletics, and the general campus atmosphere. Indeed, using the concept of "value added" in recent assessments of undergraduate education on diverse campuses, Dean Whitla of Harvard University has found that involvement in a reasonable amount of extracurricular activities has resulted in measurable and substantial increases in the impact of colleges and universities on student learning, behavior, and attitudes.

A concomitant of these findings is that commuting students, especially if they are employed full-time off-campus, do not receive much benefit from the extracurricular activities of a campus.

These observations suggest the following lines of inquiry:

1. Can peer groups be better used than they now are to help attain the goals of educational programs? Should efforts be made to relate extracurricular activities of a campus to academic programs in order to enhance their effects? What responsibility should faculty members assume for strengthening the impact of extracurricular activities on the education of students? How can extracurricular activities heighten the student's sense of belonging to a community of learning?
2. What can be done to make extracurricular activities more available to commuting students, particularly working adults, and to encourage them to take advantage of such opportunities to enhance their education? Should instructors and administrators initiate efforts to develop special extracurricular programs for commuting students? Should

course assignments for commuting students include a reasonable amount of related extracurricular activity? What might be done to establish peer groups for commuting students in which they could try to relate their off-campus life and jobs to the learning and insights derived from their educational programs?

D. Responsibilities for Teaching and Learning

To make any difference, a new definition of baccalaureate degrees and a new formulation of goals derived therefrom will require not only an inquiry into principles for organizing curricula, but also reconsideration to the responsibilities of all concerned with teaching and learning. If, for instance, we are to counteract the influences promoting overspecialization, changes in curricula must be complemented by changes in the attitudes with which both teachers and learners regard studies inside and outside a discipline or department. A heightened sense of commitment to the ultimate goals of undergraduate education should also narrow the gap between what a college states as its intentions and what it actually accomplishes.

The lines of inquiry suggested below are offered as means to examine how responsibilities for teaching and learning might be reconsidered.

1. For faculty members:
   a. Assuming that the training of apprentice-scholars in the humanities, social sciences, mathematics, and the natural sciences or the training of beginning practitioners in technical and professional fields is only one of the goals of undergraduate education and that the other goals are of equal importance, how will acceptance and fidelity to all the goals of the curriculum affect the ways in which faculty members teach their various courses? What, for instance, is the responsibility of scientists to see that future citizens, no matter what their major, understand clearly what science is and what it can and cannot do? Should departments reconsider the purposes served by their various courses: in particular, should departments study ways to have their courses, especially those at the introductory and in-

termediate levels, serve multiple purposes so that they can instruct all students, not just majors, in fundamental knowledge and intellectual proficiencies?

b. Should faculty members have responsibilities that transcend the mastery and teaching of their specialties? Should they accept responsibility for the quality and coherence of the whole curriculum as well as for the programs of their respective departments? To what extent should individual instructors, in the teaching of their courses, relate their subjects to other fields and thereby assist students in the integration of learning? To what extent should all faculty members be responsible for improving the powers of expression and the learning and thinking skills of their students as well as teaching the subject matter of their courses? To what extent should faculty members give attention to the value presuppositions and implications of the subject matter and thus promote their students' sensitivity to values?

c. Does a faculty need to change its criteria for peer evaluation in order to give due weight to contributions that colleagues make to undergraduate education?

d. Recognizing that the literature on higher education has given a great deal of attention recently to learning styles, stages of intellectual development, and the principles of learning, what should faculty members know about these subjects? How can they utilize such knowledge to enable students to improve their capacity to learn various subjects?

2. For students:

a. What responsibilities should students assume for their own education? How can practices of colleges and universities enable them to fulfill such responsibilities? What measures will encourage them to be active rather than passive learners? What responsibility should they be urged to take in seeing that their programs of study meet the broad goals of baccalaureate education?

E. Principles for Assessing Progress and Achievement

Broad agreement on goals, for example, scope of knowledge to be taught, intellectual proficiencies to be developed, and attitudes to be cultivated, is essential for any reliable assessment of academic achievement. But once goals are agreed upon, the problem of describing, evaluating, and validating accomplishment still remains. The most widely used system based on course grades and overall grade point average tells little about what students have actually accomplished. Recently, the Department of Education's National Commission on Excellence in Education raised this point by stating that many readers of college transcripts remark: "We know what they take, but we don't know what they have learned."

1. If course grades, grade point averages, and accumulation of course credits do not give a sufficient assessment of achievement in undergraduate education, how else might achievement be evaluated and validated? How, for example, can achievement of intellectual proficiencies be assessed and described? How can a student's understanding of relations among branches of knowledge be evaluated and validated to persons such as future employers or admissions officers of professional schools?
2. What effect might different means of assessment have on the educational process? For instance, if an attempt were made to assess "value added" by using pre-course tests as well as final examinations, would that procedure be likely to improve the student's probability of learning? Would it improve the assessment made of a student's achievement?
3. What means of evaluating and validating achievement are appropriate for the goals of undergraduate education defined by inquiries carried on in connection with sections B and C above?

F. Institutional Responsibilities for Undergraduate Education

1. With respect to students:
   a. What benefits and entitlements can students expect to be provided by colleges, such as academic counseling, opportunities to participate in small class discussions, or possibilities for a faculty member to know them well and to feel some responsibility for their education?
   b. How and when can a college best make known to students what are its academic goals and its judgment on the preparation required of students to succeed in its programs? If a college operates with a policy of open admissions, what will it need to do to give all students a reasonable chance to meet the same graduation requirements?
2. With respect to faculty:
   a. What should a college do to adjust its system of recognition and reward, including policies on sabbaticals as well as appointment, promotion and tenure, to give due weight to faculty contributions to excellence in undergraduate education?
3. With respect to the administration and finance of academic programs:
   a. How can a college, through appropriate administrative structures and through allocation of funds and resources, fulfill its responsibility to provide quality and coherence in the whole of the undergraduate curriculum, as well as in the specialized education of departments and schools?

Bibliography and Resources

BASIC BOOKS AND RESOURCES

The "basic books" below represent only a small sampling, but the titles are significant ones.

Bowen, Howard R. *The State of the Nation and the Agenda for Higher Education.* San Francisco: Jossey-Bass, 1982.

Bowen argues that education's purpose encompasses every aspect of human development—not just preparation for work—and that the character and quality of a society depend on the breadth of education its people receive. He then "draws up an agenda for higher education based on a careful assessment of the coming needs of the nation and explains what colleges and universities must start doing now to ensure that those needs are met."

Boyer, Ernest L., and Levine, Arthur. *A Quest for Common Learning.* Washington, D.C.: The Carnegie Foundation for the Advancement of Teaching, 1981.

This essay takes a probing look at general education—that learning that should be common to all people. "It seeks to diagnose its ills, prescribe remedies, and convey the promise a healthy general education curriculum offers." To explain why the current general education revival is going on, the authors analyze earlier general education revivals in this century, which linked educational developments to historical fluctuations in the national mood and priorities. Against this background, they suggest an agenda for general education and a perspective from which to consider new reforms.

Chickering, Arthur W. and Associates. *The Modern American College.* San Francisco: Jossey-Bass, 1981.

This comprehensive 800-page handbook brings together more than fifty authorities from various disciplines to: 1) summarize all that we now know about the nature and patterns of adult development, and 2) spell out the implications of this knowledge for curriculum, teaching, student services, administration, and academic governance. At a broader level the book "will be indispensable for institutional planners, curriculum specialists, policy makers, program evaluators, and everyone else concerned about the mission of today's colleges and universities . . . because of the excellence of its overall conception, the scope and richness of its content, and the distinction of its authors, this book will be a landmark in the field of educational inquiry."

Chickering, Arthur W.; Halliburton, David; Bergquist, William H.; and Lindquist, Jack. *Developing the College Curriculum: A Handbook for Faculty and Administrators.* Washington, D.C.: Council for the Advancement of Small Colleges, 1977. (May be ordered directly from the Council of Independent Colleges.)

Focuses on four major aspects of the curriculum: rationale; design; practices; and implementation. Includes chapters on major social changes, obstacles to curriculum development, determining objectives, and formulation and decision making, as well as implementation and evaluation of curricular reform. Eight models are explained, specific college examples given, and curricular planning tools suggested.

Conrad, Clifton F. *The Undergraduate Curriculum: A Guide to Innovation and Reform.* Boulder, Colorado: Westview, 1978.

This handbook is designed to aid faculty, administrators, and students engaged in curriculum reform at the undergraduate level. The author proposes a systems model and examines four major areas—general and liberal education, area concentration, experiential learning, and calendar and degree programs. For each area key issues are identified, strengths and weaknesses of different approaches are analyzed, and a variety of innovations are discussed.

Levine, Arthur. *Handbook on Undergraduate Curriculum.* San Francisco: Jossey-Bass, 1978.

This very comprehensive two-part book discusses curriculum from a variety of aspects. The author approaches the different areas considered part of the curriculum (general education, the major, basic and advanced skills, tests and grades, credits and degrees, methods of instruction, etc.) by including in each section the definition and history of the curriculum area, its current state, criticisms and proposals about the current state, and a list of references. Part Two provides a brief history of higher education, highlights of the views of major philosophers of education, a section comparing the American systems to those of several other countries, as well as a comprehensive glossary of educational terms and phrases.

Missions of the College Curriculum. (A Commentary of the Carnegie Foundation for the Advancement of Teaching.) San Francisco: Jossey-Bass, 1977.

A comprehensive treatment of the curriculum that discusses factors influencing the curriculum, relationship of education to work and to society, and evaluation of the curriculum's effectiveness. Treats the essential aspects of the curriculum including the core, major, electives, and general education. Suggests directions for updating and reforming current courses of study.

Riesman, David. *On Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism.* San Francisco: Jossey-Bass, 1980.
In this book the rapid growth of student consumerism in higher education is examined and the consequences for teaching and learning of the escalating competition for student "customers" is discussed. More importantly, he goes on to show that the "*wants* of students . . . are quite different from the *needs* of students and points out the dangers of allowing students to view themselves primarily as passive consumers, rather than active producers, of their own education."

Rudolph, Frederick. *Curriculum: A History of the American Undergraduate Course of Study since 1636.* San Francisco: Jossey-Bass, 1979.
This book provides a comprehensive survey of the evolution of curriculum planning in American colleges and universities. Beginning with Harvard and continuing through other colonial colleges, the land-grant movement, and more recent developments, some of the more basic values and issues underlying specific curriculum orientations are presented. The author points out that the curriculum has been subject to changes, revisions, and updating through the years. These changes have not always kept pace with student needs, nor have they been very systematic or organized. He suggests that there is probably no such thing as the "one curriculum," since it will always reflect a particular institutional philosophy.

Wegener, Charles. *Liberal Education and the Modern University.* Chicago: The University of Chicago Press, 1978.
The problem of liberal education in the modern university is confronted in this book directed to academics in all fields. The history of the evolution of American higher education is examined and a philosophical consideration of how liberal education can be achieved today is addressed. Liberal education's place in this modern academic context is established by a reformulation of the problem: to organize scholarship so that it will create and nurture individuals as freely functioning participants in the community. Liberal education, with its emphasis on diversity, technique, and procedure—rather than on subject matter—is concluded to be the working structure best able to produce independent intelligence.

Winter, David G.; McClelland, David C.; and Stewart, Abigail J. *A New Case for the Liberal Arts.* San Francisco: Jossey-Bass, 1982.
This book reports the results of several cross-sectional and longitudinal studies of students at liberal arts colleges and other postsecondary institutions "to demonstrate that liberal arts education has beneficial effects not produced by any other kind of training." The evaluation techniques assess competencies in areas such as critical thinking, leadership capacity, and adaptability and "show that liberal education contributes significantly to success in later life and that it produces benefits

for society as well." The authors also present a model of liberal education that could be adapted at many different kinds of colleges and universities.

Additional "Classic" References:

Bell, Daniel. *The Reforming of General Education.* New York: Columbia University Press, 1966.

Dewey, John. *Democracy and Education.* New York: Macmillan, 1963.

Harvard Committee. *General Education in a Free Society.* Cambridge, Mass.: Harvard University Press, 1945. (Usually referred to as "The Red Book.")

Hutchins, Robert. *The Higher Learning in America.* New Haven, Connecticut: Yale University Press, 1936.

Kerr, Clark. *The Uses of the University.* New York: Harper and Row, 1966.

Newman, John. *The Idea of a University.* New York: Longmans, Green and Company, 1947. (Originally published 1873.)

Whitehead, Alfred N. *The Aims of Education.* New York: Macmillan, 1929.

Additional Bibliographies:

Critical Issues Bibliography in Higher Education. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1982. (A list of currently available subject bibliographies is available from ERIC, Suite 630, One Dupont Circle, Washington, D.C. 20036.)

Halstead, D. Kent, ed. *Higher Education: A Bibliographic Handbook,* Vol. II. Washington, D.C.: National Institute of Education, 1981. (May be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

Project on General Education Models. *General Education: Issues and Resources.* Washington, D.C.: Association of American Colleges, 1980. (May be ordered from AAC for $5 prepaid.)

Other Resources:

New Directions Paperback Sourcebooks, published by Jossey-Bass. (A complete annotated catalogue is available from the publisher at 433 California Street, San Francisco, CA 94104.) The sixteen series include: Child Development; College Learning Assistance; Community Colleges; Continuing Education; Education, Work, and Careers; Exceptional Children; Experiential Learning; Higher Education; Institutional Advancement; Institutional Research; Mental Health Services; Methodology of Social and Behavioral Science; Program Evaluation; Student Services; Teaching and Learning; and Testing and Measurement.

Each sourcebook contains seven kinds of information: 1) an overview of the current state of knowledge on the topic; 2) theoretical discussions of the principal concepts and issues; 3) research-based analyses of the major problems and their proposed solutions; 4) specific examples of new programs and new approaches to difficult problems; 5) practical suggestions for action based on research and experience; 6) a summary that integrates the conclusions and recommendations of the previous chapters and points to new ideas and new options; and 7) references directing the reader to the best sources of additional information.

Basic Information about the Educational Resources Information Center

The Educational Resources Information Center (ERIC), within the National Institute of Education (NIE), publishes a monthly abstract, *Resources in Education* which announces research reports and other non-journal literature of interest to the educational community. ERIC also sponsors *Current Index to Journals in Education* (CIJE), which indexes articles appearing in over 700 journals representing the core of the periodical/serial literature in the field of education. CIJE is published by Oryx Press and RIE by the U.S. Government Printing Office. ERIC also publishes a *Directory of ERIC Search Services* and a *Directory of ERIC Microfiche Collections*, both of which are available free from ERIC. The reports announced in RIE (except for some copyrighted material) can be purchased in microfiche or paper copy (MF or PC) from the ERIC Document Reproduction Service.

The 16 ERIC Clearinghouses have some resources for reference and bibliographic services in their specific subject areas and will answer requests for information. The Clearinghouse on Higher Education is located at One Dupont Circle, Suite 630, Washington, D.C. 20036, 202/296-2597; the Clearinghouse on Junior Colleges is located at the University of California, Powell Library-Room 96, 405 Hilgard Avenue, Los Angeles, California 90024, 213/825-3931.

TOPICAL REFERENCES

A. Meaning of Baccalaureate Degrees

Botstein, Leon. A Proper Education: The Trade-Off Between Method and Motive. *Harpers*, September, 1979, 33-37.

The author asserts that reforms should stress substance (rather than methods), especially the "central political and personal questions facing students;" liberal education could replace a portion of high school; and colleges should "disband a narrow departmental structure and stop emulating universities in their thinking, governance, and structure."

Boyer, Ernest L. and Kaplan, Martin. *Educating for Survival.* New Rochelle, New York: Change Magazine Press, 1977.

The authors argue that "a core curriculum can be built around a few clusters of ideas and events that influenced our past, key issues that affect our present lives, some images and alternatives for the future, and the formulation of values and personal beliefs." Several suggestions of organizing principles are given.

Bouwsma, William J. Models of the Educated Man. In *What Is an Educated Person,* ed. by Martin Kaplan. New York: Praeger Publishers, 1980, 16-31.

This essay presents an analysis of the major ideals of the educated person that have existed in western culture up to the present century. For the current educational dilemma such past ideals can tell us "something about how conceptions of education come into existence, how they are related to social and political realities, what requirements a viable educational ideal must meet, and the kinds of assumptions on which it is based."

Kaplan, Martin. The Most Important Questions. In *What Is an Educated Person,* ed. by Martin Kaplan. New York: Praeger Publishers, 1980, 1-12.

Kaplan argues that education must avoid the extreme of defining no educational ideals or standards *and* the opposite one of attempting to define a *single* ideal in our pluralistic society—"there are in the society many groups whose several needs can be severally served . . . what emerges as the responsibility of the educational enterprise in democratic societies is to serve the needs expressed by those communities." Concepts of the educated person are dynamic and reflect the history and struggle of cultural communities and their changing aspirations; consequently, so is the curriculum.

See Also:

Finn, Chester, E., Jr. Toward a New Consensus. *Change,* 13(6): 17-21, 60-63, 1981.

Healy, Timothy S., S. J. A Critique of Uncriticized Assumptions. *Liberal Education,* 66(2): 141-53, 1980.

Institute of Higher Education Management (University of Texas System). Proceedings of a Conference on the Quality of Baccalaureate Education: Expectations and Measures. (Held in Austin, Texas February 4-6, 1981, and available from the Institute.)

Ravitch, Diane. Forgetting the Questions: The Problem of Educational Reform. *The American Scholar,* Summer, 1981, 329-40.

Rosovsky, Henry. An Educated Person. *New Yorker,* December 4, 1978.

Tennessee Higher Education Commission. *The Competent College Student: An Essay on the Objectives and Quality of Higher Education.* Nashville, Tennessee: Tennessee Higher Education Commission, 1977. (Available from Wayne Brown, Executive Director, 501 Union Building, Nashville, TN. 37219.)

B. Principles for Organizing Curricula

Belknap, Robert L. and Kuhns, Richard. *Tradition and Innovation: General Education and the Reintegration of the University.* New York: Columbia University Press, 1977.

A report of a series of seminars on general education that discusses changes in American higher education since World War II, problems engendered by these changes, ways Columbia University has dealt with the curriculum during these years, and proposals for future curricular reform at the University.

Cleveland, Harlan; Josephs, Mary Jim; Nichols, John; and Gurewitsch, Susan. *Creating an Integrated Curriculum—The 'Higher' in Higher Education.* (1981 Current Issues in Higher Education, No. 2.) Washington, D.C.: American Association for Higher Education, 1981.

The first of the four articles included in this booklet examines the problems facing curriculum planners today, especially the contemporary need to find a compromise between what everybody ought to know and what each vocation requires. The second discusses interdisciplinary courses and other options for integrating the components of a college education. The last two articles discuss specific programs at St. Joseph's College and Albertus Magnus College, two institutions that have reinstituted core curriculum requirements.

The Great Core Curriculum Debate. New Rochelle, New York: Change Magazine Press, 1979.

This book concerns itself primarily with the 1978 Harvard Report on the Core Curriculum and includes articles examining the report's effects on other institutions and also on how the core is being implemented at Harvard. In addition, the book includes an article on an alternative—the Dahl Report from Yale University.

Guroff, Katharine S. ed. *Quality in Liberal Learning: Curricular Innovations in Higher Education.* (A Report of the QUILL Project.) Washington, D.C.: Association of American Colleges, 1981.

A book that summarizes the programs funded under AAC's Project on Quality in Liberal Learning (funded by a grant from the Ford Foundation). The participating institutions are divided into three program areas: projects which cross disciplinary boundaries; projects which improve continuing education; and projects which combine career education and liberal learning.

Koerner, James D., ed. *The New Liberal Arts: An Exchange of Views.* (An Occasional Paper from the Alfred P. Sloan Foundation.) New York: Alfred P. Sloan Foundation, 1981.

An opening essay by Stephen White states the belief that the liberal arts curriculum must be built around teaching students the analytical processes necessary for them to deal with the technology of computers. No person can be considered educated in the 20th century without this "computer literacy." The other nine papers respond to this and almost all share the belief that computers are an integral part of our culture. Many point out that the mathematical and scientific modes of analysis are part of the classical liberal arts education. All authors agree on the necessity of avoiding a rigid definition of curricular structures, but differ over ways to integrate technological literacy into existing programs.

Scott, Robert A. The Curriculum as Covenant. *College Board Review,* 121:20-24, 28, Fall, 1981.

The author advances the view that the curriculum can be viewed as a kind of covenant—an agreement which is more than a promise, but less than an oath; more than consensus, and more than a lease . . . intended to be binding and requires a solemn exchange. The curriculum "comprises a set of experiences, most of which are organized as courses, selected to facilitate a student's progress toward defined educational goals . . . The courses should be mutually reinforcing, and their relationship to the goals should be apparent to the students required to take them." He suggests three kinds of curricula—the vocational, the civic, and the professional, and then discusses the societal demands they attempt to respond to.

Veysey, Laurence. Is There a Crisis in the Undergraduate Curriculum? *Change,* 13(8): 20-25, 1981.

The article briefly surveys the undergraduate curriculum in this country with special emphasis on the introduction of the major, the St. John's curriculum, and the current dangers surrounding the place of the liberal arts. The author states there have been several "pendulum swings" as to the place of the liberal arts in undergraduate education and that the "genuine present need is for close attention to particular, often rather small, types of changes that might be made in a given institution, taking proper account of its own history and its pool of prospective students." He then attempts to answer the question as to whether the liberal arts are a necessity or a luxury.

Watson, JoAnna M. and Stevens, Rex P., eds. *Perspectives on Liberal Education: Pioneers and Pallbearers.* Macon, Georgia: Mercer University Press, 1982.

A collection of nine essays written by Mercer University faculty that

includes articles on the place of liberal education in the western tradition, the "new" students in liberal arts colleges, the role of liberal education as a preparation for professional or specialized study, and on science as a liberal arts discipline. "The authors have tried to clarify the ideals of liberal education before they've become preoccupied with the mundane considerations of implementation."

See Also:

Arons, Arnold B. Using the Substance of Science to the Purpose of Liberal Learning. *Journal of College Science Teaching,* November 1980, 81-87.

Bailey, Stephen K. Needed Changes in Liberal Education. *Educational Record,* 58(3): 250-58, 1977.

Baratz, Morton S. Career Education is Complementary to Liberal Arts Education. *College Board Review,* 105:26-29, 1977.

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Callahan, Daniel and Bok, Sissela, eds. *Ethics Teaching in Higher Education.* (Hastings Center Series in Ethics.) New York: Plenum Press, 1980.

Carbone, Peter F., Jr. Liberal Education and Teacher Preparation. *Journal of Teacher Education,* 30(3):13-17, 1980.

Curtis, Mark H. The Unity of the Practical Arts and the Liberal Arts. (A paper presented at the 1980 Annual Meeting of the Community College Humanities Association and available from AAC.)

Enteman, Willard F. When Does Liberal Education Become Vocational Training: A Response to H. Bradley Sagen's "Careers, Competencies, and Liberal Education." *Liberal Education,* 65(2):167-71, 1979.

Gaff, Jerry G. *General Education Today* San Francisco: Jossey-Bass, to be published early 1983.

Gowin, D. Bob. *Educating.* Ithaca, New York: Cornell University Press, 1981.

Hesburgh, Theodore M. The Future of Liberal Education. *Change,* 13(3): 36-40, 1981.

Liberal Education and the New Scholarship on Women. (A Report of the Wingspread Conference.) Washington, D.C.: Association of American Colleges, 1982.

Lougee, Carolyn C. Women, History, and the Humanities: An Argument in Favor of the General Studies Curriculum. *Women's Studies Quarterly,* 9(1):4-7, 1981.

Masat, Francis E. *Computer Literacy in Higher Education.* AAHE-ERIC/Higher Education Research Report No. 6. Washington, D.C.: American Association for Higher Education, 1981.

Mazzeno, Laurence W., ed. *Liberal Learning in a Technical Curriculum.* (Proceedings of the Conference at the U.S. Naval Academy March 18, 1982.) Annapolis, MD.: U.S. Naval Academy Press, 1982.

Reynolds, Charles H. Liberal and Technical-Professional Studies: A Societal Perspective on General Education. *Teaching-Learning Issues,* No. 41, Fall, 1979. (Available from the Learning Research Center, University of Tennessee.)

Riley, Gresham. Goals of a Liberal Education: Making the Actual and the Ideal Meet. *Liberal Education,* 65(4):426-44, 1979.

Science and Engineering Education for the 1980s and Beyond. Washington, D.C.: National Science Foundation, 1980. (Available from the Superintendent of Documents, NSF 80-78.)

Science and Technology: Promises and Dangers in the Eighties. President's Commission for a National Agenda for the Eighties—Panel on Science and Technology. Washington, D.C.: U.S. Government Printing Office, 1981.

Science for Non-Specialists: The College Years. (Report of the National Research Council.) Washington, D.C.: National Academy Press, 1982.

Smith, Jonathan. Reflections on the Major. (A paper to be published by AAC in 1982; originally presented in Pittsburgh, August 1982.)

Toward Education with a Global Perspective. (A Report of the National Assembly on Foreign Language and International Studies.) Washington, D.C.: Association of American Colleges, 1980.

Varner, Iris and Varner, Carson H. Liberal Education and Marketability. *Journal of Educational Thought,* 14(3):220-23, 1980.

Wee, David. *On General Education: Guidelines for Reform.* (A Report from the Project on General Education Models.) New Haven, Connecticut: Society for Values in Higher Education, 1981.

Widening the Circle: The Humanities in American Education. (A Report of the Wingspread Conference.) Washington, D.C.: Association of American Colleges, 1981.

C. Extracurricular Contributions to Undergraduate Education

Armentrout, W.D. Neglected Values in Higher Education: Needed Reorganization in Curricular and Extra-Curricular Activities to Provide Significant Experiences. *Journal of Higher Education,* July-August 1979, 361-67.

A reprint of an article originally published in 1941, which argues that the twin evils of intellectualism and impersonalism make many campus activities miseducative. In terms of the first, he asserts that ideas should not be opposed to feelings but used to reconstruct them, and campus programs should stress the importance of ethical attitudes, emotional stability, and social intelligence. Regarding the second, he notes that too few teachers are interested in students as a total personality and education should be oriented to wholeness.

Astin, Alexander W. *Four Critical Years*. San Francisco: Jossey-Bass, 1977.
Utilizing longitudinal data from over 200,000 students and 300 institutions and employing measures for more than 80 outcomes, the study covers student attitudes, self-concepts, values, aspirations, behavior patterns, persistence, achievement, competency, career development, and satisfaction. From the evidence presented, he estimates the relative impact of institutions versus the effects of developing maturity. The author also examines the policy implications of his findings in light of current trends in higher education.

Chickering, Arthur. *Commuting Versus Resident Students*. San Francisco: Jossey-Bass, 1974.
The author presents new evidence showing that commuting students do not get the most out of college and that significant benefits accrue to those who live on campus. The gap between residents and commuters is only further widened by their different college experiences. The study makes specific suggestions as to how residence experiences might be simulated for commuters.

Feldman, Kenneth A. and Newcomb, Theodore M. *The Impact of College on Students*, 2 vols. San Francisco: Jossey-Bass, 1969.
A classic work which reports and summarizes research on college students from 1929 to 1969. Volume I is the text with the authors' interpretations of the data classified according to different aspects of college life (i.e. influences of major fields, of resident groupings, of student culture, and of relationships with faculty), a synthesis in the concluding chapter, and 76 pages of references. Volume II contains tables summarizing the results of the studies they incorporated into their text.

Katz, Joseph and Associates. *No Time for Youth: Growth and Constraint in College Students*. San Francisco: Jossey-Bass, 1968.
Reports on a study of 3,500 students completed over a 4-year period and concludes that the central problem is that colleges are failing to make education meaningful to students. The author includes some recommendations on how colleges might change to reduce the discrepancy between what they promise and what they actually accomplish.

Snyder, Benson R. *The Hidden Curriculum*. New York: Knopf, 1971.
This study examines standards, norms, and expectations of the college, the peer group, and the faculty which constitute "the hidden curriculum" that every student must cope with to determine which behaviors are acceptable and what responses are necessary for completing college. The author argues that policy and program makers in higher education need to work for a closer relationship between the "real" curriculum and the "hidden" one.

D. Responsibilities for Teaching and Learning

Arons, Arnold B. Some Thoughts on Reasoning Capacities Implicitly Expected of College Students. In *Cognitive Process Instruction: Research on Teaching Thinking Skills*, ed. by Jack Lochhead and John Clement. Philadelphia: The Franklin Institute Press, 1979, 209-215.

The author examines the tacit assumption that students are already in command of a variety of thinking, reasoning, and linguistic processes when they begin their college education. His objective is to "help isolate those reasoning abilities which are commonly and often inappropriately assumed to exist in all college students" and to discuss further skills that can be identified as implied objectives in undergraduate instruction.

Bergquist, William H. and Phillips, Steven R. *A Handbook for Faculty Development*, 3 vols. Washington, D.C.: Council for the Advancement of Small Colleges, 1975-81. (Available from the Council for Independent Colleges.)

These three volumes contain many practical ideas, exercises, activities, and other materials that can be used in faculty workshops and seminars. Course design, instructional diagnosis and improvement, goal and value clarification, faculty motivation, life and career planning, and interpersonal skills are topics dealt with.

Centra, John A. *Determining Faculty Effectiveness*. San Francisco: Jossey-Bass, 1979.

This book discusses the assessment of faculty. Although it includes all the major responsibilities of faculty—teaching, scholarship, student advising, and public service—it stresses the most difficult and important area to assess teaching. Drawing on 15 years of research, the author discusses student ratings, evaluations by colleagues, and self-assessment. A comprehensive plan for evaluating instruction is offered.

Cross, K. Patricia. *Accent on Learning: Improving Instruction and Reshaping the Curriculum*. San Francisco: Jossey-Bass, 1976.

Policies of open admissions and provision of remedial assistance for underprepared students are important but in themselves not sufficient to guarantee equal opportunity for higher education. Cross claims that a more complete response requires changes in instruction and in the curriculum, changes that are good not just for the academically disadvantaged but for all students. Having reviewed hundreds of studies, she advocates individualized instruction, attention to diverse cognitive styles, and emphasis on interpersonal skills.

Eble, K. *The Craft of Teaching: A Guide to Mastering the Professor's Art*. San Francisco: Jossey-Bass, 1976.

This book addresses teachers' assumptions, attitudes, and skill develop-

ment. Practical problems in day-to-day teaching are dealt with, and improved ways to prepare teachers while in graduate school are suggested. The author believes teaching can and should be enjoyable, and that teaching skills can be learned.

Ericksen, Stanford C. *Motivation for Learning*. Ann Arbor: University of Michigan Press, 1974.
This book places the student at the center of the teaching process and provides a way to conceive teaching from the perspective of the learner. It converts the findings and principles from research and theory on motivation, learning, thinking, social psychology, and personality development into practical teaching procedures.

French-Lazovik, Grace, ed. *Practices that Improve Teaching Evaluation*. (New Directions for Teaching and Learning, Number 11, September, 1982.) San Francisco: Jossey-Bass, 1982.
The principal focus on this volume concerns the roles and responsibilities of those involved in the evaluative process: administrators, department chairpersons, evaluation directors, and faculty peer committees. Another theme emphasizes policies that encourage faculty trust in the evaluation procedures and that provide due process in academic decisions.

Gaff, Jerry G. *Toward Faculty Renewal*. San Francisco: Jossey-Bass, 1975.
Establishes a framework for instructional improvement including faculty development, instructional development, and organizational development. Describes the foci, purposes, and intellectual bases of each and gives examples of activities and programs.

Kozma, Robert B.; Belle, Lawrence, W.; and Williams, George W. *Instructional Techniques in Higher Education*. Englewood Cliffs, New Jersey: Educational Technology Publications, 1978.
Several components of instruction are discussed in the first section, including the teacher, student, subject matter, environment, and evaluation. The second is an informative analysis of many instructional methods that go beyond the familiar lecture and discussion ones to include new approaches using media, computer assisted instruction, individualized techniques, and simulation games. For each method the advantages and disadvantages, appropriate uses, and sources for further information are discussed.

Lindquist, Jack, ed. *Designing Teaching Improvement Programs*. Washington, D.C.: Council for the Advancement of Small Colleges, 1978. (Available from the Council for Independent Colleges.)
This collection of essays has chapters on purposes, structure, staffing, activities, funding, and evaluation and teaching improvement pro-

grams in five different settings: liberal arts colleges, universities, community colleges, nontraditional institutions, and interinstitutional programs. Strategies for implementing programs are detailed.

Maxwell, Martha. *Improving Student Learning Skills.* San Francisco: Jossey-Bass, 1979.
This book provides an extensive overview of practical steps to offer students with learning difficulties. It discusses diagnoses of needs, various ways programs have been organized, and special problem areas (reading, writing, study skills, mathematics, science, and psychological barriers).

McKeachie, W.J. *Teaching Tips: A Guidebook for the Beginning College Teacher,* 6th ed. Lexington, Massachusetts: D.C. Heath, 1969.
This is a very well known and widely quoted practical quidebook for a beginning college teacher. Based on the author's personal experiences and presented in a colorful manner, the book covers such topics as preparing for a course, meeting a class for the first time, lecturing, organizing effective discussion, etc.

Milton, Ohmer and Associates. *On College Teaching.* San Francisco: Jossey-Bass, 1978.
This book provides a collection of essays covering general instructional practices such as writing objectives, testing, lecturing, and leading discussions, as well as descriptions of several approaches designed to increase student involvement, comments on "older students," a review of research on the evaluation of teaching, and suggestions for further reading.

_____. *Alternatives to the Traditional: How Professors Teach and How Students Learn.* San Francisco: Jossey-Bass, 1972.
In Milton's view students have been conditioned to respond to classes and faculty in certain ways. The suggestion of many studies that faculty have little impact on student learning is difficult for faculty to accept and many refuse to do so, but the fact remains that "efficient teaching by the faculty does not necessarily promote sufficient learning by the students." Milton argues that faculty and institutions must address some basic questions: Is surveillance the proper role for teachers? Is there a relationship between formal education and on-the-job performance? Does the scramble for grades and credentials promote or hinder learning?

Morrill, Richard L. *Teaching Values in College.* San Francisco: Jossey-Bass, 1980.
This study presents a taxonomy of current developments, including four basic approaches to teaching values (values clarification, values inquiry, moral education, and normative and applied ethics). The

author then examines in general terms the various definitions of values, especially the area of relativism. He discusses some pedagogical techniques, an appendix is provided that clarifies the term "values" conceptually, and a short annotated bibliography is included.

Nelsen, William C. and Siegel, Michael E., eds. *Effective Approaches to Faculty Development.* Washington, D.C.: Association of American Colleges, 1980.

A collection of essays that report on projects and programs which the AAC Project on Faculty Development found to be successful. Spanning the calendar year of 1979, the Project focused on the evaluation of faculty renewal programs at 20 colleges which had undertaken comprehensive programs during the past five years.

Perry, William G. *Forms of Intellectual and Ethical Development in the College Years: A Scheme.* New York: Holt, Rinehart, and Winston, 1968.

A ground-breaking study of the ways students develop ideas and values during their college years. Through in-depth interviews with students, a series of stages is posted. Students move from an emphasis on dualism, in which they simplistically oppose truth and falsehood, good and bad, etc., to a stage of relativism, in which they regard any fact or value as culturally determined and therefore arbitrary. The final stage is contextual in that they come to see that ideas may be judged true or false within certain frameworks and commitments may be based on certain presuppositions. Implications for teaching, the curriculum, and other college practices are drawn.

Scholl, Stephen C. and Inglis, Sandra Cheldelin, eds. *Teaching in Higher Education: Readings for Faculty.* Columbus, Ohio: Ohio Board of Regents, 1977. (Available from Ohio Wesleyan University Bookstore, Delaware, Ohio 43015.)

Contains a sampling of over three dozen exceptionally helpful papers on teaching. Articles are arranged under theory and design of instruction, alternate modes of instruction, testing and grading, evaluation of teaching, and faculty development.

Trillin, Alice Stewart and Associates. *Teaching Basic Skills in College.* San Francisco: Jossey-Bass, 1980.

The premise of this book is that in basic skills education, practice has often surged ahead of research and theory and, consequently, those methods and procedures actually developed and tested provide the strongest foundation for improving basic skills education at any college or university. It is based on findings from the first comprehensive evaluation of teaching in the basic skills programs at CUNY and provides detailed analyses of the most effective teaching techniques in each of four major skills areas—writing, reading, English as a second language, and mathematics.

Whitman, Neal and Weiss, Elaine. *Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure.* AAHE-ERIC/Higher Education Research Report No. 2, 1982. Washington, D.C.: American Association for Higher Education, 1982.

Prior to 1970, faculty evaluations were usually conducted in an informal fashion. In recent years, however, more formal evaluation methods have been developed and used and this has been especially manifested by the development and use of explicit written criteria. This research report examines the use of such criteria to evaluate college and university faculty. It also traces the use of evaluations in faculty development initiatives and promotion, retention, and tenure decisions.

Wilson, Robert C.; Gaff, Jerry G.; Dienst, Evelyn R.; Wood, Lynn; and Bavry, James L. *College Professors and Their Impact on Students.* New York: John Wiley and Sons, 1975.

The results of two surveys are reported. The first discusses faculty views of the importance of teaching, classroom teaching styles, attitudes toward change, and related matters. The second relates faculty teaching styles and relationships with students to the development of students during the four years of college. Factors involved in facilitating intellectual development and other kinds of growth are identified.

E. Assessing Progress and Achievement

Astin, Alexander W. Why Not Try Some New Ways of Measuring Quality? *Educational Record,* Spring, 1982, 10-15.

The author examines the five traditional approaches to measuring quality (nihilist view, reputational measures, resource measures, outcome measures, and value-added measures) by asking two basic questions: does the method really reflect what is meant by quality? and does using it help enhance the quality of service in higher education? He concludes that education needs "a new action-oriented view to quality measurement, an approach that is conceptually simple and yet consistent with what is already known from the value-added evidence." Several proposals are made for a more student-oriented approach to quality assessment.

Bowen, Howard R. *Investment in Learning: The Individual and Social Value of American Higher Education.* San Francisco: Jossey-Bass, 1977.

Outcomes for individuals are examined for cognitive learning, emotional and moral development, citizenship, economic productivity, family life, consumer behavior, leisure, and health. The consequences for society are seen in terms of research and scholarship, public service, public policy analyses, cultivation of creative literature and fine arts, and economic returns. The author also presents the views of social critics whose writings imply a need for reform, but concludes that higher education is well worth its costs.

Dressel, Paul L. *Handbook of Academic Evaluation.* San Francisco: Jossey-Bass, 1976.
This book analyzes all phases of evaluation—from formulating objectives and collecting data to measuring institutional success and recommending change. This work received the 1980 E.F. Lindquist Award presented by the American College Testing Program which recognizes outstanding research dealing with college student growth and development.

Kuh, George D. *Indices of Quality in the Undergraduate Experience.* AAHE-ERIC/Higher Education Research Report No. 4. Washington, D.C.: American Association for Higher Education, 1981.
The author attempts to develop greater clarity in defining quality of student experience by identifying and reviewing specific indices of quality. He analyzes the literature as it addresses three areas: 1) the multiple properties of quality; 2) the utility of different methodological approaches to quality assessment; and 3) the opinion and empirical research about quality in the undergraduate experience. His conclusions include a four-part framework that is both quantitative and qualitative in method.

Levine, Arthur E. Quality in Baccalaureate Programs: What to Look for When David Riesman Can't Visit. *Educational Record,* Winter, 1982, 13-18.
"All roads seem to lead to questions of quality—cultural confusion, public doubts, and institutional survival. Quality is the key issue in higher education today"—but what does it mean? Levine answers that there are two kinds of quality—the universal and the relative. "All baccalaureate programs should achieve both standards of excellence—they must have a certain universal quality and a certain individual quality. Neither in itself suffices." He then enumerates those standards which should be included "for all" and those necessary for evaluating an individual college.

Pace, C. Robert. *Measuring Outcomes of College: Fifty Years of Findings and Recommendations for the Future.* San Francisco: Jossey-Bass, 1979.
The author discusses students' acquisition of knowledge and intellectual skills as revealed by large-scale achievement tests, their accomplishments in the world of work, their roles in civic and cultural affairs, and their opinions about the value of their college experiences. He also surveys the major studies of institutions to identify the connections among institutional goals, organizational structure, educational environment, and student achievement. Finally, he makes suggestions for new kinds of achievement tests, standardized alumni surveys, and more effective institutional self-study models.

Scott, Robert A. Quality: Program Review's Missing Link. *College Board Review*, No. 118, Winter 1980-81, 18-21, 30.

This brief article attempts to clarify the word quality and explains some of the current problems with defining it. "The term quality represents certain characteristics—including effectiveness—of an activity. It represents an informed judgment about the attainment of distinctive goals in a manner that respects resources." The author also discusses the three major forms of external program review— regional accreditation, professional society accreditation, and state agency evaluation.

See Also:

Astin, Alexander W. When Does a College Deserve to be Called "High Quality"? In *Improving Teaching and Institutional Quality*. 1980 Current Issues in Higher Education, No. 1. Washington, D.C.: American Association for Higher Education, 1980. (Order No. from ERIC, ED194 004.)

Astin, Alexander W. and Solmon, Lewis C. Departments without Distinguished Graduate Programs. (A New Study of Excellence in Undergraduate Education, Part I.) *Change*, 13(6):23-28, 1981.

Bowen, Howard R. Goals, Outcomes, and Academic Evaluation. In *Evaluating Educational Quality: A Conference Summary*. Washington, D.C.: Council on Postsecondary Accreditation, 1979, 19-28. (Available from COPA for $2.50.)

Grant, Gerald and Associates. *On Competence: A Critical Analysis of Competence-Based Reforms in Higher Education*. San Francisco: Jossey-Bass, 1979.

McGehee, Larry T. Definitions of Quality. (Paper presented at a Seminar for State Leaders in Postsecondary Education.) Denver, Colorado: Education Commission of the States, 1980. (Order No. from ERIC, ED202 276.)

Miller, Richard I. *The Assessment of College Performance*. San Francisco: Jossey-Bass, 1979.

Pace, C. Robert. Measuring the Quality of Undergraduate Education. Paper presented at the 1981 Meeting of the American Educational Research Association, April, 1981. (Order No. from ERIC, ED206 228.)

Solmon, Lewis C. A Multidimensional Approach to Quality. In *Quality—Higher Education's Principal Challenge*, ed. by Thomas M. Stauffer. Washington, D.C.: American Council on Education, 1981.

Valiga, Michael J. Structuring the Perceived Outcomes of Higher Education. Paper presented at the Annual Forum of the Association for Institutional Research, May 1982. (Will be announced in *Resources in Education*, January 1983.)

Whitla, Dean. Value Added: Measuring the Outcomes of Undergraduate Education. A study conducted by the Office of Instructional Research and Evaluation, Harvard University. Cambridge, Massachusetts: Harvard University, 1977.

F. Institutional Responsibilities for Undergraduate Education

Bok, Derek. *Beyond the Ivory Tower: Social Responsibilities of the Modern University*. Cambridge, Massachusetts: Harvard University Press, 1982.
The author examines the ways in which the university can properly respond to social problems through both academic and nonacademic channels. He also discusses "how the university's desire for autonomy can be reconciled with the legitimate demands of state and society" in such issues as racial in equality, the decline of ethical standards, the need for technological expertise, the risks of scientific research, etc.

Cohen, Arthur M. and Brawer, Florence B. *The American Community College*. San Francisco: Jossey-Bass, 1982.
This new publication describes and critiques all aspects of the community college. Separate chapters in the book examine the colleges' role and history, faculty, students, governance and administration, finance, instructional practices, student services, community education, general education, compensatory instruction, the collegiate function, and career education. An extensive bibliography is appended.

Martin, Warren Bryan. *A College of Character: Renewing the Purpose and Content of College Education*. San Francisco: Jossey-Bass, 1982.
This book examines the current status and future prospects of the undergraduate liberal arts college and the university college of arts and sciences. The author argues that liberal arts colleges still have a unique and vital role in contemporary society "because only they can provide the broadly integrated education students need in their personal and social lives as well as in their careers." He spells out the purposes and goals of education and analyzes the qualities and commitments needed for strong leadership, teaching, and internal cohesiveness in any college that strives to become a college of character.

McHenry, Dean E. and Associates. *Academic Departments*. San Francisco: Jossey-Bass, 1977.
Do academic departments stifle teaching and research and limit the development of professors and students, or do they promote scholarship and provide a sound basis for hiring and advancing faculty? The authors examine these questions and offer alternative practices to conventional departments—proposals that are actually in operation at public and private colleges and universities.

Meyerson, Martin. Educating the Educated Person: Three Themes on the Role of the University. In *What Is an Educated Person*, ed. by Martin Kaplan. New York: Praeger Publishers, 1980, 62-73.
The author argues that historically and culturally the university's function is to educate people for enriched private lives and to prepare them to make a contribution to society, as well as preparing specialists.

"Even if education cannot guarantee happiness or fulfillment, it can at least offer to provide the tools needed for understanding, for ordering, and for shaping life."

Sanford, Nevitt and Axelrod, Joseph, eds. *College and Character.* Berkeley, California: Montaigne Inc., 1979.
The purpose of this collection of essays is "to apply modern social and personality theory to an analysis of the structures and processes of American undergraduate education, and to organize some crucial empirical information within the same theoretical framework."Some of the major areas examined include: The College in Society, Personal Development and the College Experience, New Teaching New Learning, and Campus Environments and Institutional Settings.

Willingham, Warren W. and Breland, Hunter M. *Personal Qualities and College Admissions.* New York: College Board Publications, 1982. (Available for $24.95 hardbound, or $14.95 paperbound from the Board, Box 886, New York, N.Y. 10101.)
This study is a detailed look at the admissions procedures of private selective colleges whose findings are generalized for use in similar institutions, and of potential use to many different types of colleges. The purpose of the project (co-sponsored by the College Board and the Educational Testing Service) was to identify and examine those qualities, aside from academic ability, that colleges routinely consider when making admissions decisions. Admissions data from nine participating institutions were collected on 25,000 applicants to these colleges and the 5,000 freshmen admitted and enrolled in the fall of 1979 were tracked through their first year. A second, follow-up study is planned for their senior year.